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Abstract

Conclusicns and recommendaticns of the 10th Congress of the Federation Internationale des Professeurs de Langues Vivantes based on papers, speeches, and discussions of language research in many different countries are presented. A three-part section cn audio-visual aids ccmments upon: (1) the value and limitations of the language labcratory, (2) the relative merit cf radic and television in foreign language teaching, and (3) the use of audio-visual methods in the areas of writing, exercises, and grammar. A section on fcreign language teaching in a bilingual community questions: (1) the effect of universally required second language study on child personality, (2) the effect of bilingual status on the teaching of a third language, and (3) the degree of bilingualism for which the intensive language program should aim. Many research reccmmendations are offered in the sectien on contrastive linguistics and its pedagogical implications. Other secticns deal with programed foreign language teaching, literature and civilization in foreign language teaching, and technical language in seccndary and adult education. A prcgram schedule is included. [Not available in hard ccpy due tc marginal legibility of original document]. (RI)

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FEDERATION INTERNATIONALE DES PROFESSEURS
DE LANGUES VIVANTES

10th CONGRESS

"ACTIVE METHODS AND MODERN AIDS IN THE TEACHING OF FOREIGN LANGUAGES"

CONCLUSIONS AND RECOMMENDATIONS OF THE CONGRESS

Edited by
Dr. Rudolf Filipović

FL001 463

ZAGREB, YUGOSLAVIA
APRIL 5 - 9, 1968

ED033630

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Section VI	Chairman: K. Mildenberger
Contrastive Linguistics and its Pedagogical Implications	

GENERAL PROGRAMME

Friday, April 5

10 a. m. Opening Session

Prof. Zdenko Škreb, Chairman of the Organizing Committee
Mr. Sven G. Johansson, President of FIPLV
President of the Congress
Mr. Vukašin Mićunović, Chairman of the Federal Council for Education and Culture of Yugoslavia
Prof. Milan Andrоić, Vice-Rektor of the University of Zagreb
Prof. Petar Šimleša, Dean of the Faculty of Philosophy, Zagreb University
Mr. Josip Kolar, President of the City of Zagreb Municipal Assembly

11 a. m. Plenary Session

EINAR HAUGEN (Harvard University, USA):
"Bilingualism as a Social and Personal Problem".

12 noon LUDWIK ZABROCKI (Poznan University, Poland):
"Kybernetische Lernmodelle und programmierter Fremdsprachenunterricht".

3 p. m. First Meetings of Sections

Section I - IVO ŠKARIĆ (Zagreb): "La structure de la situation linguistique dans le processus de l'enseignement".

Section II - EUGEN NOVICICOV (Bucuresti):
"Психо-педагогические вопросы программирования лексики".

Section III - Questions and Discussion on Professor Haugen's paper

Section IV - M. ANTIER (Paris): "Littérature et Civilisation: la progression."

Section V - IRMA SCHILLING (Berlin): "Die Wissenschaftssprache als Gegenstand im Fremdsprachenunterricht an Hochschulen".

Section VI - JAMES E. ALATIS (Washington): "Contrastive Linguistics and Its Pedagogical Implications."

4, 3o - 5, 3o p. m. Meetings of Sub-sections (Papers and discussions)

Saturday, April 6

9.3o a.m.	**Second Plenary Session** RENZO TITONE (Roma, Italy): "A Psycholinguistic Model of Grammar Learning and Foreign Language Teaching".
lo.3o a.m.	W.R. LEE (London): "Aids and Activity in Foreign Language Learning."
11.3o a.m.	DENIS GIRARD (Paris): "Méthode Directe et Méthodes Audio-Visuelles".
3 - 5 p.m.	Meetings of sub-sections and groups (Papers and discussions)
5 - 6 p.m.	Demonstrations
6 - 8 p.m.	Reception in the Town Hall

Sunday, April 7

Excursion to Plitvice Lakes

Monday, April 8

9.3o a.m.	**Third Plenary Session** E.M. STEPANOVA (Moskva): "Место грамматики на начальном этапе обучения".
11 a.m. - 1 p.m.	Meetings of sub-sections and groups (Papers and discussions)
3 - 5 p.m.	Meetings of sub-sections and groups (Papers and discussions)
5 - 6 p.m.	Demonstrations
6.3o p.m.	Foreign Language Evening at the Language Gymnasium

Tussday, April 9

9 - lo.3o a.m.	Meetings of sub-sections and groups (Papers and discussions)
11 - 12 noon	Meeting of Sections: Formulation of Section Recommendations
12.3o p.m.	**Plenary Session** Conclusions and Recommendations of the Congress (Chairmen of Sections)
1.3o p.m.	**Closing Session** Summing up - Sven G. Johansson, President of the Congress
4 p.m.	Excursion to Kumrovec
7 p.m.	Farewell Dinner at Krapinske Toplice.

loth F I P L V C O N G R E S S

Section I Chairman: D. van Willigen

Subsection a) - Audio-Visual Aids (Secretary: I. Škarić)

Conclusions and Reccommendations

1. Le problème central fut celui des laboratoires de langues et des méthodes d'enseignement des langues vivantes.

   L'opinion générale est le suivante: il est impossible d'étudier séparément les laboratoires de langues et les méthodes d'enseignement; il est également impossible de séparer les méthodes d'enseignement des langues de la théorie linguistique, psycho-linguistique et pédagogique.

   Différentes types de laboratoires ont été présentés.

2. La technique rend possible la construction de laboratoires parfaits, programmés, utilisant la technique électronique, et également très couteux, mais la véritable utilité de ces laboratoires est encore incertaine ainsi que le lien des laboratoires avec d'autres formes d'enseignement.

3. La section recommande de réunir les moyens financiers et le personnel dans un centre international qui pourrait étudier l'amélioration des méthodes et trouver des conditions optimales d'emploi des moyens techniques dans l'enseignement.

4. Les exposés ont présenté les résultats des recherches en différents pays ainsi que les résultats des recherches individuelles très intéressantes provennant des Pays-Bas, de la Suède, de l'Allemagne Fédérale, de la Yougoslavie etc.

5. Le fait est que le laboratoire linguistique ne peut pas etre utilisé pour une correction phonétique primaire efficace; il est également vrai que le laboratoire de langues ne peut être qu'un moyen pour le professeur. Pourtant, après le premier degré du cours, quand la perception est élaborée, le laboratoire est un moyen excellent pour la mémorisation et l'automatisation du vocabulaire et de la grammaire ainsi que pour l'auto-controle de l'élève.

loth F I P L V C O N G R E S S

Section I Chairman: D. van Willigen

Subsection b) - Radio and Television (Secretary: A. Menac)

Conclusions and Recommendations

1. Les exposés furent suivis de discussions intéressantes qui ont souligné les avantages et les inconvénients de l'enseignement des langues étrangères par la radio et la télévision.

2. Les avantages sont: la possibilité d'enseigner une langue correcte, de donner une prononciation et une intonation satisfaisantes, et de présenter la langue enseignée dans le contexte humain et culturel auquel elle appartient.

3. Les inconvénients sont: l'impossibilité de controler les élèves, de leur donner des explications et de les stimuler selon le besoin.

4. Il est nécessaire, d'un côté, que les auteurs des cours radiophoniques télévisés et télévisifs soient en contact avec leurs élèves spectateurs pour mieux suivre le destin et le succès des cours et, de l'autre côté, que les auteurs des cours en différentes langues et provenant de différents pays aient la possibilité d'échanger leurs opinions afin de profiter réciproquement de leurs expériences.

lo th F I P L V C O N G R E S S

Section I Chairman: D. van Willigen

Subsection c) - A-V Courses (Secretary: K. Montani)

Conclusions and Recommendations

Les discussions ont porté grosso modo sur trois problemes.

1. Le probleme de l'écriture: les opinions sont quelque peu divisée. Les uns préconisent l'introduction de l'écriture plus tôt, surtout si l'examen auquel on prépare les élèves est encore basé en premier lieu sur les épreuves écrites. D'autres soutiennent l'écriture différée, non seulement dans l'intérêt de la prenunciation correcte, mais aussi pour la raison que la structure morphologique de certaines langues paraît simplifiée pour les élèves du fait qu'ils n'en connaissent, dans un premier temps que le côté acoustique.

2. Le problème des exercices. On est d'accord sur le fait que les exercices, même "structuraux", doivent avoir comme point de départ une situation.

3. La grammaire, présente partout, même si elle est dissimulée d'abord, doit, selon l'opinion de le majorité, être apprise par le pratique, son application étant plus importante que la théorie, qui reste réservée plutôt pour un stade avancé, où elle ne crée plus des entraves mais un support.

Conclusion

Il serait désirable de pouvoir introduire cette forme d'enseignement, appliquée jusqu'ici surtout dans le domaine extra-scolaire et péri- ou para-scolaire, d'une maniere plus intense aussi dans l'enseignement scolaire, ceci à un age ou les habitudes linguistiques des élèves ne créent pas encore une barrière trop résistante à l'introduction d'une deuxième langue.

loth F I P L V C O N G R E S S

Section II — Chairman: Hans Jalling

Programmed Foreign Language Teaching — Deputy Chairman: Bogo Pregelj

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Conclusions and Recommendations

The participants noted that the papers gave a review of the latest developments in the field and agreed that the following points emerged most clearly:

1. Programmed instruction is a fairly new discipline, still in a state of flux, and despite all the results achieved so far, many questions remain unanswered.

2. Different groups of workers in different research centres direct their efforts in different directions without any co-ordination; very often they do not know of each other's existence even though they work on the same or similar problems, with the same objectives in mind. This dispersal and fragmentation of effort is responsible for delays in the progress in this field.

3. The results already achieved point to the need for an early introduction of programmed instruction into schools. For only in this way can optimum results be achieved in learning, especially if this is combined with the use of audio-visual aids. Programmed instruction will also make for an objective measurement and evaluation of the knowledge acquired by students.

4. The methods of programming adopted by different centres and groups approach the problem from different standpoints and supplement each other.

In view of all this, the Section on Programmed instruction has decided to make the following recommendations to the Congress:

1. A committee for programmed instruction should be set up within the FIPLV.

2. The committee should enable different working centres and groups to establish contacts with each other.

3. The committee should set up an information service unit and try to co-ordinate the activities of different groups and centres without actually controlling them.

4. The future FIPLV congresses should maintain the present level of information concerning the latest results in the field and if possible even raise it.

loth **F I P L V C O N G R E S S**

Section III **Chairman: V. Fried**

Foreign Language Teaching in a Bilingual Community

Conclusions and Recommendations

1. **A great variety of subjects were discussed by numerous people. In particular, the concept of bilingualism aroused great interest. On the whole the members of the section felt inclined to accept the notion of bilingualism in the narrower sense; that is, where a bilingual situation arises in consequence of an ethnic and geographical situation, but recognised an important new factor responsible for bilingual situations, namely that of the considerable migration of population which now exists in Europe and elsewhere.**

2. **The section was particularly in accord in its interest in that bilingual situation which may be defined as 'home-school bilingualism'. Experiences of this type of bilingual situation, gained from many parts of Yugoslavia, were especially fruitful for the deliberations of the section, and were eagerly followed up by representatives from those European countries where a similar situation exists. The question put was how much this status of bilingualism affects the later teaching of a foreign language (the third language). No definite statement was made in this respect.**

3. **The question was also put, whether the learning of a foreign language in the primary non-selective school, as a compulsory subject for all children, does do harm to the development of their personalities. The members of the section are of the opinion that the introduction of such a subject in the general curriculum is to the advantage of the development of a child's personality; and they also felt that after the completion of the general education, adolescents and adults should be given the opportunity to increase their knowledge of at least one foreign language, by means of wireless, television, correspondence courses et.**

4. **Another question discussed was how much an intensive foreign language training (in public schools which have a definite foreign language bias) should aim at establishing something like a final bilingual situation for the pupils. In this respect, much time was devoted to discussing achievements in teaching certain school subjects in the language which may be considered to be the "weaker" language of the pupil. Here comparisons were made between the teaching of school subjects in a typical bilingual situation in various languages and with various methods of instruction, and the results of teaching a subject in a foreign language acquired through an intensified foreign language course.**

5. The following subjects are recommended for further discussion and research. 1. How much, if at all, is a child handicapped intelectually if he is exposed in school to two languages of instruction? 2. Does study in school through the medium of two languages negatively or positively affect the pupil's personality? 3. It is recommended that a small international colloquium or seminar be organized to deal solely with the problem of teaching special school subjects in a foreign language in schools with a special foreign language bias.

loth F I P L V C O N G R E S S

Section IV Chairman: M. Antier

Literature and Civilization
in Foreign Language Teaching

Conclusions and Recommendations

1. In the countries where language is studied in all its main aspects, the study of civilisation shall, from the beginning, be as closely as possible associated with the teaching of foreign languages, and in accordance with the age, experience and interests of the pupils concerned and their awareness of their own native culture.

2. The teaching of literature shall in no way interfere with the teaching of language proper; in particular that no "literary" text as such shall be made the matter of intensive study until an appropriately advanced stage has been reached.

3. With a view to ensuring as much objectivity as possible in presenting the image of foreign countries and peoples there shall be a committee of textbook experts attached to every National Association of Modern Language Teachers.

   It shall be the task of this committee to examine textbooks in current use in the foreign countries, as well as to the publishers concerned.

4. Seminars in civilisation shall be arranged by FIPLV on the basis of the above reports, involving textbook authors, teachers, and other specialists, if possible in close cooperation with local (or national) education authorities, in order to reach the utmost possible degree of impartiality in the presentation of a foreign culture through language study.

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Section V — Chairman: F. J. Warne

Technical Language in
Secondary and Adult Education

Conclusions and Recommendations

1. One of the unsolved problems that emerged from the papers and discussions was the disproportion existing at University level between traditional academic teaching and instruction in the practical application of linguistic knowledge in a number of member-countries: theoretical linguists fill the vacancies that should be filled by competent technical translators and foreign correspondents.
2. National Associations, members of FIPLV, should bring to the notice of those concerned that the provision of training facilities for practical linguists with a background in various technical fields is of no less importance than the training of language teachers and scientific linguists.
3. To ensure a sound foundation for further language studies in the technical field, it is desirable that all pupils should have, without distinction between Arts and Science specialisations, a training in their mother tongue that fits them to express themselves clearly and that this training should continue during their university of other further education studies.
4. Linguists should turn their attention, not only to general language problems, but also to those of technical language.
5. A tentative proposal was put forward that an Anglo-American committee should investigate possibilities of co-ordination of terminology in the technical field.
6. Discussions in the German sub-section led to a recommendation to form a special committee of FIPLV under the guidance of Fran Professor Schilling of the Humbuldt University, Berlin, to co-ordinate the exchange of material on an international level, to review and annotate material, to publish documentation and to take the initiative in co-ordinating work on publication of multilingual technical glossaries. This recommendation was endorsed by the English sub-section.
7. The provision for a section on technical language instruction and translation was particularly appreciated and the members of the section expressed the hope that it will figure in future congresses of FIPLV.

loth F I P L V C O N G R E S S

Section VI Chairman: K. Mildenberger

Contrastive Linguistics and its Pedagogical Implications

Conclusions and Recommendations

The subjects of group discussion ranged from highly technical phases of linguistic theory and contrastive procedures to basic problems of classroom teaching. The discussion led to a number of general observations and agreements, among them: (1) that contrastive linguistics could contribute, potentially, a great deal to language instruction, but the gap between theoretical study and classroom application was still large; (2) the application of contrastive linguistics will eventually become manifest in classroom instructional materials and methods; (3) the language-learning pupil will not himself be concerned with making contrasts, but will be guided to correctness through methods and techniques employed by the teacher; (4) the language teacher will not necessarily have to understand the detailed theory of contrastive applications, though this will help; (5) at future FIPLV Congresses, the program should indicate to participants the level and type of audience for whom each section has been designed, since some participants came to Section VI without realizing it was to be rather advanced and theoretical.

As a result of the deliberations of Section VI the following recommendations have been developed:

1. Despite the pluralistic state of contemporary linguistic theory, research based on the analytical comparison of the target language and the learner's mother tongue can be extremely valuable as a basis for preparing materials and techniques for more efficient and economic teaching of a foreign language, and such research should be encouraged and expanded, with increasing emphasis given to grammar and usage rather than principally to phonology. In this regard, the generative-transformation approach to comparative linguistics shows promise, and research using that approach should be encouraged.

2. Contrastive analyses should not be limited to major world languages, but such analyses should be produced for other languages, whenever any substantial inter-language learning exists. Individual countries should be encouraged to promote, as a legitimate scholarly pursuit, the contrastive analyses of their home languages with major world languages.

3. The most hopeful basis for effective, insightful contrastive study is entirely theoretical: therefore it is recommended that such studies be regarded as viable projects for their own sake, and not directed immediately to pedagogical purposes.

4. With regard to language-teaching courses, comparative analysis should be considered just one of the various pedagogical ingredients and should not be allowed to dominate or determine the course as a whole.

5. Contrastive studies should be undertaken beyond the sentence level--in discourse structure, in semantics, and on the sociocultural and psycholinguistic level.

6. Contrastive studies should be undertaken in the study of stages of native language development in children.

7. On the phonological level, pedagogical contrastive studies should be limited to the articulatory basis.

8. The contrastive analysis must be done using homogeneous criteria or models.

9. FIPLV should explore whether at future FIPLV Congresses, in addition to sections dealing with the immediate needs of the classroom teacher, there might be one or more special sections to deal with advanced theoretical subjects relevant to language teaching where the audience would be largely advanced scholars and researchers.

lo. Finally, FIPLV should explore the possibility of an international symposium on theoretical and applied contrastive analysis, to be organized in the near future and the results to be published for world-wide dissemination.